



Finlay Community School

ASPIRE

BELONG

ACHIEVE

Reading Policy

Governor Committee Responsible:		Staff Lead(s):	Kerry Jones
Status (Statutory / Advisory)	Non Statutory	Review Cycle	Annually
Last Review	September 2025	Next Review Date	September 2026
Chair of Governors	Mike Adlam (chair@finlay.gloucs.sch.uk)		

Reading Policy

This Reading Policy is implemented from Year 2 – 6. The children in Reception, Year 1 and partly Year 2 will be accessing Phonics. The way phonics is implemented is covered in our Phonics and Early Reading policy. We believe it is fundamental for children to gain the fundamental building blocks to reading through a systematic, synthetic approach to phonics, as this helps them with decoding, reading and comprehension throughout school.

Our Whole School Curriculum Intent

At Finlay, we intend to teach a curriculum that is engaging, relevant and purposeful to all learners. We ensure that our curriculum allows all pupils to achieve and succeed in line with National expectations. We aim for our curriculum to allow all children to develop their knowledge, skills and understanding in line with the National Curriculum (Key Stage 1 and 2) and the Early Years Framework (Reception).

In addition to this, we have identified five core values which are integral to the learning experiences we provide for all of our children. We therefore aspire for our curriculum to allow pupils at Finlay Community School to leave with a **SMILE**: Social Awareness, Mental and Physical Health and Wellbeing, Independence, Life Skills and Excellent Aspirations.

1. Intent:

At Finlay, we intend for our children to become enthusiastic, motivated and fluent readers, who are confident in reading a variety of genres and text types. We aim for our reading sessions to provide children with the opportunities to develop: word reading, wider decoding skills, comprehension and fluency. We also aspire for our children to develop a 'love of literature' and an enjoyment of reading for pleasure. In line with our whole school curriculum intent, a structured, cohesive approach to teaching reading allows our children to develop basic life skills that allow them to achieve and succeed in later life.

2. Implementation:

2.1: What skills are taught in reading?

At Finlay, we follow a VIPERS approach to reading. The children have access to a high-quality, age-appropriate text and class teachers ensure children then develop their VIPERS skills in response to this text.

V: Vocabulary

I: Inference

P: Predict

E: Explain

R: Retrieve

S: Summarise/ Sequence

The children will focus on these VIPERS skills during lesson. This allows teachers to directly teach children the required skills to be able to answer this question type. The VIPERS skills are also in line with the end of KS2

National Curriculum expectations, and are the areas covered on the KS2 SATS Reading paper. These skills have been broken down into a skills progression matrix, so although Year 3 and 6 for example are working on vocabulary, the skills they are developing are differentiated and progressive. We have a Finlay Reading Skills Matrix for Year 2-6 which class teachers use to help them when planning and writing their own questions.

The lesson structure for a Whole Class Reading text (5 day unit) consists of:

Day 1: Fluency and understanding	Read the text multiple times and unpick. Use echo reading, choral reading, partner 1, partner 2 reading.
Day 2: Vocabulary	Unpick the vocabulary from the extract with an engaging task. NOT constant dictionary work.
Day 3: Retrieval	Answer a variety of retrieval questions. Give opportunity for a mixture of supported and independent practice.
Day 4: Mixed Comprehension	A variety of VIPERS questions. Worked through together as a class. Discussing ideas, techniques and stem sentences.
Day 5: Mixed comprehension	Independent mixed comprehension practice (flying solo style).

2.2: What texts do the children read?

Class teachers are encouraged to use a wide range of texts in reading lessons so children are exposed to different genres, authors, layouts and styles.

New texts are shared with children through pre-teach sessions, led by the class teacher or teaching assistant.

Class reading novels have also been chosen and allocated to every year group.

Text types include but are not limited to:

- Fiction books
- Fiction extracts (opening chapters for example)
- Newspaper reports
- Poetry
- Biographies and autobiographies
- Non-fiction, factual pieces of writing: Non-chronological reports.
- Leaflets
- Song lyrics

2.3: How often is reading taught?

Reading is taught every day across the school, whether this is phonics or reading. The children are discretely taught the skills required for reading for 45 minutes, five times a week.

2.4: How is reading taught? What does this look like in the classroom?

We teach reading through a whole class teaching model. Children sit in mixed ability groups.

Each reading unit is split into two/three texts, which are linked in some way. For example, they might have the same author, similar themes, have an element of adventure or link to a non-fiction topic, for example global warming. All children read the same text, which is aimed to challenge all readers. Readers have their own copy of the text, which can be annotated during the lessons. The sessions are led by the teacher, while the TA 'helicopters' and works with pairs/groups of children.

Every lesson, children read the text for that part of the unit. This can be done in a number of ways to increase fluency and intonation. Strategies include, but are not limited to; teacher reading, choral reading, echo reading, partner reader, independent reading.

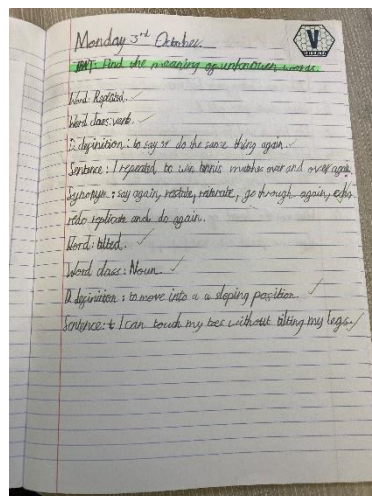
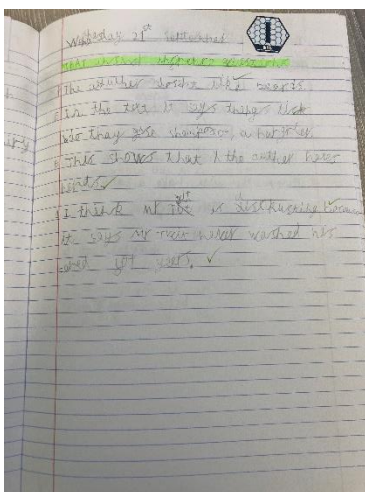
Comprehension is taught explicitly, and all skills are covered (vocabulary, infer, predict, explain, retrieve, summarise). There are also regular opportunities to practice oracy, through group/pair discussions.

Please refer to section 2.1 above to understand the specific focus for each lesson.

2.5: How is this recorded?

Every child has a reading exercise book, to record their written responses in. We encourage children to write in full sentences, and uphold the same standards of presentation and spelling/grammar/punctuation. Work is marked/feedback is given and children are expected to respond to this in purple pen. Children's question sheets have clear TBATS on the page to indicate which skill is being developed. This provides a visual reminder to children.

Here are some examples in children's books.



2.6: Reading for Pleasure

As mentioned in our Intent statement, we aim for children to develop an enjoyment for reading and a love of literature. At Finlay we share a story **every day**. Story time has a huge part to play in gaining an enjoyment for stories. Class reading novels have been mapped out for each group, to ensure that a variety of authors and genres are covered by the time our children leave for secondary school.

Children are also expected to read at home at least 3 times a week. We currently use an online reading record (Track My Read), with weekly reading challenges and holiday reading challenges. Each child has an individual log in and parents/children are able to record the amount of minutes they read for each day.

Children's reading books are linked to their reading ability (assessed using YARC, see 3.1), and closely linked to their phonics phase in EYFS and Year 1/2. Children are also encouraged to read books they enjoy too.

Every year group has a recommended read list, which is displayed on the class reading display. These are books which are age appropriate and high quality which children can read as part of their home reading.

Children also have access to the school library where they can choose a library book to read at home.

What makes a successful story time?

- Model good reading: consider pace, punctuation, fluency and intonation.
- Think about your reading environment: lights off, shoes off, lie on the floor, cross your legs...
- Showing illustrations (use of visualiser).
- Facial expressions and eye contact
- Hearing a variety of adults reading.
- Know the story you are reading.
- High quality discussions.

Children shouldn't be quizzed every time you read. Part of the enjoyment is just to hear someone reading. However, at times it is good to open conversations about the story being read.

- What parts did they enjoy?
- What parts didn't they enjoy?
- What has happened?
- How are characters feeling?
- What do they think will happen next?
- Do the characters or plot remind them of anyone or anything?
- Are there any similarities or differences to other texts they have read?
- Would they change the plot in any way?

2.7: Classroom Learning Environments

Each classroom is required to display the Reading VIPERS hexagon posters, which can be referred to when teaching. It is also an expectation that there is an inviting and engaging reading area/book corner in each classroom with appropriate reading materials available. We also have a school library, which the children have access to in a weekly class session as well as after school slots where children can return and choose a new library book with their parent/carer. At the front of school we also have an adult library where parents/careers and staff can borrow books.

2.8 Reading Ambassadors

At Finlay we are proud to have Reading Ambassadors in Years 3-6 — children who truly love reading and share that passion with their peers. These young leaders help in many ways: they take part in our reading assemblies, helping to plan and present them; they assist in choosing new books for our school libraries and classroom book corners; they help organise and maintain the library, ensuring it is inviting and well-ordered; and more generally, they promote reading throughout the school—encouraging others, recommending titles, and being role models for reading for pleasure. Their dedication helps make reading an exciting, community-wide activity here at Finlay.

2.9 Further reading activities

At Finlay we encourage children to take part in wider reading activities to foster a lifelong love of books and learning. Each year we run a Readathon, both to celebrate reading and to raise money for purchasing new reading materials so our library and classrooms stay fresh and inspiring. On World Book Day we organise special events where children dress up, share favourite stories, and engage in book-related challenges. We also host travelling book fairs, bringing a diverse selection of books into school for children to explore and purchase. We arrange author visits, both online and in person, giving pupils the chance to hear from writers first hand and to buy their newest books. Finally, our reading culture is reinforced through weekly reading assemblies, where we celebrate readers, share recommendations, and highlight exciting texts. These activities help build literacy, ignite imagination, and strengthen the school community.

3. Impact

3.1: How do we measure impact?

The impact of our curriculum can be measured and monitored in a variety of different ways. As a school, we use Insight to monitor and measure progress in the core subjects: Maths, Writing, Reading and Science. Insight allows all class teachers to colour code statements using different colours to indicate if pupils are Working Below, Working Towards, Working at the Expected Standard or Working at Greater Depth. Insight teacher judgement then allows subject leaders and the curriculum lead to cross-reference statements to evidence in books. At the end of each term (Autumn 1 and 2, Spring 1 and 2 and Summer 1 and 2), class teachers will assess pupils' learning, by completing a data drop, indicating which level they feel the child is working at, backed up with the evidence they have colour coded. Subject leaders/ curriculum lead can then download progress reports to look at whether children are on track and making satisfactory/good progress. They are able to also look at attainment for different pupil groups.

In addition to summative assessment, we regularly monitor teaching and learning to see the impact that the learning experiences and opportunities are having for our children. To monitor the impact, the Curriculum Lead or Subject Lead could complete:

Lesson observations

Work sampling

Talking to staff/pupils (pupil conferencing)

Monitoring plans

Analysing data

Teacher evaluation/pupils

Display – visual evidence, photographs, ICT etc

Resources – audit use and accessibility

Questionnaires

External views from School Improvement Partner (SIP) or Teaching and Learning reviews.

Finally, we use published data to look at the impact of Reading across our school. We are able to use the Phonics Screening Check results, end of KS1 assessment and the end of KS2 statutory assessment to look at the percentage of children achieving or exceeding the expected standard, as well as comparing ourselves nationally.

YARC assessments

At the beginning of the autumn, spring and summer terms we assess the children's reading age for Reading Accuracy, Reading Rate and Reading Comprehension. The results from these assessments allow us to see which children need additional reading interventions. We use Fast Track Phonics from Read Write Inc and Rapid Reading as our reading interventions. We then track the progress each child makes during the intervention and reassess after half a term of the intervention which determines if the child needs further reading interventions.

Reading books for home

Children take home an age appropriate levelled reading book (either from the RWI scheme or an Oxford Reading Tree book) and a 'Reading for Pleasure' book which is from the main school library or classroom library. The borrowing of these books will be recorded and if any of these books are lost or damaged there is a £5 fee to replace the book.